

Bedford College Academies Trust

Pupil Behaviour & Exclusions Policy

Status: Advisory	Member of staff responsible: Headteacher/Principal	Implementation date: September 2017
Issue No: 1A	Approved by:	Next Review Date: June 2018

Our Vision

“The BCAT vision is to support students to achieve their absolute best whatever their ability or background. We aim to:

1. Work collaboratively to deliver an inclusive and outstanding education to all students, thereby driving up local standards.
2. Maximise social mobility and life chances, through the highest expectations of and aspirations for all students.
3. Encourage and support a range of high performing and distinctive educational establishments for local communities.”

Our Values

Student focus - We will seek to achieve a high quality learning experience for every student

High performance - We will strive for consistently high levels of performance in all aspects of our work

Respect, openness and honesty - We will treat everyone with respect, encourage openness and honesty, and recognise each other’s contribution and achievements.

1. Purpose

- 1.1. The aim is to ensure that every pupil at Bedford College Academies Trust (BCAT) receives the best education possible in a calm, controlled environment enabling self and mutual respect to develop.

2. Discipline

- 2.1. For each BCAT Academy to run efficiently and for children to gain the most out of the education offered a high standard of discipline is expected at all times. Anti-social or disruptive behaviour is dealt with promptly and sanctions are imposed.
- 2.2. All staff are expected to encourage high standards of behaviour, work and dress. Staff are vigorously supported to achieve these expectations by Heads of Year (or equivalent), Heads of Department and the Senior Leadership Team of the Academy. Parents are also involved as quickly as possible, so that home and the Academy can continue to work in partnership to solve problems that may arise.
- 2.3. We are proud of the high standards of discipline we set and achieve. All pupils are encouraged to develop an enquiring mind, a sense of purpose and a determination to work hard. At the centre of the Academy's code is respect and consideration for other people and their property.

2.4. This policy applies to pupil behaviour whether the pupil is on the Academy site or outside of the Academy site or outside of the school day. The Academy will take appropriate action under this policy where a pupil's behaviour falls below the standards set out in this policy and adversely impact on the Academy or any member of the Academy community.

2.5. The BCAT code of conduct is brought to the attention of pupils throughout the academic year. Parents are informed of this code at meetings and by circular letters.

3. Code of Conduct for all Pupils in each BCAT Academy

3.1. Central to maintaining good behaviour in the Academy is the Code of Conduct which is displayed throughout the Academy and also printed in pupil planners.

3.2. Pupils are to:

- Respect all other people, regardless of race, culture, gender and religion
- behave in a quiet, polite and orderly manner
- follow the instructions of the teaching and non-teaching staff
- knock at classroom doors before entering
- wear the Academy Uniform
- be punctual for the Academy and for lessons
- WALK on corridors and stairways on the LEFT
- line up for lessons where possible
- remove outer clothing (scarves, coats, gloves) before entering classrooms
- leave the lessons when directed by a member of staff
- hand in ALL work on time
- have a pen, pencil, ruler and eraser
- have a bag in which to carry books and equipment
- look after Academy property
- respect other people's property
- be clean and tidy at all times
- work to the best of their ability during lessons
- bring in notes explaining absence from the Academy.

3.3. Pupils must not:

- Use mobile phones unless authorised by a member of staff, or in a designated area
- use bad language or swear anywhere on the Academy site
- wear make-up or more than a discreet wrist watch
- smoke in or near to the Academy site
- write on desks, walls or the Academy fabric
- engage in intimidating behaviour or bullying, whether physical, verbal, online or otherwise (see the Anti-Bullying Policy for more information)
- leave classrooms without permission
- make inappropriate comments or engage in any inappropriate behaviour relating to an individual or group's sex, religion, disability, religion, sexual orientation, pregnancy or gender reassignment
- leave the Academy premises without permission
- eat or drink during lessons (other than water in a water bottle/container)
- run along the corridors or on the stairways
- interfere with other pupils' work either physically or verbally.

4. Equality

- 4.1. In accordance with the Equality Act 2010 the BCAT makes reasonable adjustments to the application of the policy where the behaviour is due to a reason related to the child's disability, thereby ensuring that disabled children are not placed at a disadvantage.
- 4.2. Staff seek to identify the underlying cause of any unacceptable behaviour (for example an unmet special educational need) and put in place measures to address the cause and prevent the behaviour re-occurring'.
- 4.3. Identifying 'triggers' prevents challenging behaviour persisting or worsening, and ensures that children who are displaying challenging behaviour because of an underlying disability or SEN are not unlawfully discriminated against.
- 4.4. Children with autism can present with behaviour in the Academy that may be inappropriate or difficult to manage. However, this type of behaviour often results from misunderstanding, anxiety or frustration as a result of their disability. They are often unable to properly understand what "socially appropriate" behaviour is or properly interpret other people's intentions. Each BCAT Academy works closely with parents of children with behaviour difficulties i.e. autism to ensure consistent support and approaches towards behaviour between home and the Academy.
- 4.5. In exceptional circumstances where there is a danger of injury to a pupil or member of staff, physical restraint using reasonable force may be appropriate. However, reasonable force is a last resort and the Principal will always adopt alternative strategies wherever possible which might include contacting the parent or the police for support. Each BCAT Academy will always communicate with parents where such techniques have been used.

5. Rewards

5.1. Aims

- to provide a structured system in which different levels of achievement can be recognised and rewarded and different degrees of inappropriate behaviour can be dealt with at a variety of levels within each BCAT Academy
- to foster a culture in which praise and rewards become more widely used and higher level rewards become accessible to a larger group of pupils. In this way it is hoped that standards of work and behaviour will be improved and expectations raised
- to provide a system that is clearly understood and valued by pupils and consistently applied by teachers.

5.2. Objectives

- to encourage a more consistent and wider use of rewards by teachers
- to provide a greater variety of rewards which will recognise different levels of achievement.
- to give a higher profile to rewards including using assemblies, notice boards, contact home and Presentation/Awards Evenings
- to provide pupils with valued documents as evidence of achievement
- to involve form teachers more fully in celebrating the achievements and dealing with the behaviour problems of pupils in their forms
- to give heads of subject/departments a much significant role in dealing with disciplinary problems in the classroom
- to allow Heads of Year (or equivalent) more time to deal with the more serious disciplinary problems, as well as monitoring the application of the policy
- to inform and involve parents more fully in the sanctions procedures.

6. Sanctions

6.1. It is in the best interests of everyone within the BCAT community to ensure that poor and/or anti-social behaviour is managed. BCAT has a wide range of potential sanctions which include the following:

- Loss of privileges
- Detention: A child is kept behind for a period of time at the end of the day, to be kept constructively busy doing extra work. Detentions may be set at lunchtime. Pupils will still have access to a lunch and a break.
- On Report: Pupils who are causing concern in lessons because of a lack of effort or poor behaviour may be put 'on report'. The pupils will be monitored by teaching staff in each lesson and the 'report' may be seen by a senior member of staff/pastoral staff at the start and/or end of each day. They may also be seen during the day. Parents are also expected to read and sign the report each evening at home.
- Payment for Damage: If pupils deliberately damage any part of the Academy, or the property of members of the Academy community, they will be expected to pay the full cost of replacement or repair.
- Internal Exclusion: Where appropriate, pupils may be removed from normal lessons ('internal exclusion'). In these circumstances, the pupil will remain on the Academy site, suitable work will be set and staff will contact parents

7. Exclusions

7.1. This document was informed by 'Exclusion from Maintained Schools, Academies and Pupil Referral Units in England (DfE Jan 2015) ("DfE Guidance").

7.2. For serious incidents of poor behaviour (such as verbal or physical abuse to another member of the Academy community), the Principal may resort to excluding pupils, either for a fixed term or permanently. Persistent lower level disruption may also result in fixed term exclusion. All exclusions are monitored by the Academy Advisory Council and the Chief Executive/Executive Principal on a half-termly basis.

7.3. Where an excluded student is due to sit an external examination, suitable arrangements will be made to ensure the student can still sit the examination.

7.4. The Academy is fully aware of its duties not to discriminate against, harass or victimise pupils due to their sex, race, disability, religion or belief, sexual orientation or because of pregnancy or gender reassignment. For disabled pupils, the Academy will make reasonable adjustments to its policies and practices to ensure disabled pupils are not placed at a substantial disadvantage compared to their non-disabled peers.

7.5. Before taking an exclusion decision, the Principal of the Academy will also have due regard to the following (in accordance with the DfE Guidance):

- for groups with high exclusion rates (pupils with SEN, pupils eligible for Free School Meals, looked after children, pupils whose ethnicity is Gypsy, Roma, Travellers of Irish Heritage or Black Caribbean) any extra support required to identify and address the needs of the pupil;
- what additional support or alternative placement may be required for a pupil with a Statement of SEN, Education, Health & Care (EHC) Plan or a looked after child;
- that the permanent exclusion of a pupil with a Statement of SEN/EHC Plan or a looked after child should, as far as reasonably possible, be avoided.

- The decision to exclude will only be taken for a disciplinary reason and all exclusion decisions will be formally recorded.

8. Actions Taken Following a Serious Incident

- The pupil is kept under direct Senior Leadership Team (SLT) observation during the investigation
- Written details of the incident are collected from those involved before any decision is made
- The parent/carer is telephoned by a senior member of staff to outline the incident
- In the case of pupils with a statement of SEN their Local Authority SEN team will be informed.

8.2. Fixed Term Exclusions

If a decision is taken to exclude a pupil for a fixed term:

- The pupil takes a letter home, with another copy posted, outlining the incident and the length of the fixed term exclusion. The parents' right to make representations about the exclusion to the Academy Advisory Council and the Chief Executive/Executive Principal is highlighted.
- A meeting is set up for the parent/carer and pupil to attend on return from exclusion, with a senior member of staff.

Following this meeting:

- The pupil is reinstated
- The pupil may be placed on report
- Behaviour support and 'reasonable adjustments' will be reviewed
- Where appropriate, an apology is given to the member or staff or other pupils involved
- A record of the exclusion and meeting is kept in the pupil's file.

In accordance with the requirements set out in the DfE Guidance, the Academy Advisory Council will meet to consider reinstatement of the pupil if the fixed term exclusion would bring the pupil's total number of school days of exclusion to more than fifteen (15) in a term. If requested to do so by parents, the Advisory Council must consider the reinstatement of an excluded pupil if that pupil would be excluded from school for more than five (5) school days but not more than fifteen (15) in a single term.

8.3. Decision to Permanently Exclude

Permanent exclusion should be a last resort and will usually be taken:

- In response to a serious breach, or persistent breaches, of this policy; and
- Where allowing the pupil to remain in the Academy would seriously harm the education or welfare of the pupil or others in the Academy.

The National Standard list of reasons for permanent exclusions is:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a pupil
- Verbal abuse/threatening behaviour against an adult
- Bullying
- Racist abuse
- Sexual misconduct
- Drug and alcohol related incidents
- Damage

- Theft
- Persistent, disruptive behaviour
- Other (only in exceptional circumstances)

8.4. Permanent Exclusion Report

When the Principal decides to permanently exclude a pupil, the Academy Advisory Council must set up a Disciplinary Committee to review the case.

In advance of the Disciplinary Committee the Principal will prepare an exclusion report which explains why the pupil was excluded.

The report will include:

- A profile sheet including basic information about the pupil
- An overview of the case including a detailed account of the reason(s) for the exclusion
- confirmation that the current DfE exclusions guidance has been adhered to
- Where relevant, details of any behaviour modification strategies which have been used
- An indication of how the sanction applied is consistent with the Academy's Behaviour Policy
- Alternative sanctions that were considered (if applicable)
- In the case of a pupil with SEN, or a looked-after or disabled pupil, that the relevant DfE guidance was considered before the decision to exclude was taken.
- That in reaching the decision, equal opportunity legislation was complied with.

8.5. Permanent Exclusion Procedure

DfE Guidance clearly explains the procedures to be followed if exclusion is applied. These procedures must be followed precisely. The services of a properly trained clerk are secured for exclusion hearings.

General Duties

- 1- The Academy shall act and shall ensure that the Principal shall act in accordance with the law and the DfE Guidance.
- 2- The Academy shall ensure that the Local Authority is informed of an exclusion in the circumstances required by the DfE Guidance.
- 3- The Academy shall ensure that in carrying out their functions the Principal, the Governing Body and any Independent Review Panel have regard to the DfE Guidance.

8.6. Independent Review Panels

- 4- In accordance with DfE Guidance, the Academy shall, in relation to the Academy, carry out its functions to establish and manage the appeal procedure for exclusions.
- 5- Independent Review Panels must be impartial and constituted in accordance with the detailed provisions of the DfE Guidance. The Academy shall arrange suitable training for appeal panel members and clerks. Where requested by the parent, an SEN expert will be appointed by the Academy to advise the Independent Review Panel.
- 6- The Independent Review Panel's decision is final and binding on the Academy.
- 7- A parent may seek a judicial review of an Independent Review Panel's decision. A parent may not, however, appeal to the Commissioner for Local Administration (the Local Government Ombudsman) about maladministration as the Commissioner's remit is limited to considering the conduct of appeal panels constituted by Local Authorities.

8.7. Parents' Responsibilities

There is a duty on parents to ensure that an excluded pupil of compulsory school age is not in a public place during school hours without reasonable justification, or a fixed penalty could be imposed. Parents will also be warned in the exclusion letter that failing to comply with their duties in this regard may form part of a case for a parenting order to be issued by the magistrate's court.

8.8. Continuing Education during the Exclusion Period

For the first five days of a fixed term exclusion, the Academy will set work appropriate to the pupil's age and ability and make arrangements for this to be collected and returned for marking. Where a pupil is given a fixed exclusion of six days or longer the Academy has a duty to arrange suitable off-site full-time educational provision from and including the sixth day of exclusion as day one. With reference to permanent exclusions the Academy will set work as described above for the five days following a permanent exclusion.

The Principal may impose a fixed-period exclusion which may lead to a permanent exclusion, depending on the outcome of an on-going investigation and/or further consideration of the case. If this is a possibility it will be mentioned in the letter to parents notifying them of the fixed-term exclusion. If a permanent exclusion is subsequently imposed, this is a separate exclusion event. Thus, if a permanent exclusion follows a five day fixed-term exclusion, the responsibility of the Academy for the first five days of the permanent exclusion would be to set and mark work as described above and not find suitable alternative provision.

8.9. A Managed Move to another School

Where a pupil is at serious, but not imminent risk of permanent exclusion a managed move to another school may be considered. If a managed move is rejected by the parents, the Principal will put this in writing to them so that there is evidence that the strategy was suggested if a permanent exclusion is imposed at a future point.

8.10. Non-compliance with the Academy Uniform Policy

The law allows the Academy to send a pupil home to change his/her clothes to comply with uniform rules without exclusion, as long as parents are notified in advance. The time allowed will be no longer than is necessary for clothes to be changed and the absence from the Academy recorded as authorised. However, if the pupil continues to breach uniform rules to avoid school, the pupil's absence may be recorded as unauthorised. In addition, a persistent breach of uniform rules may give rise to disciplinary sanctions being imposed.

8.11. Re-instatement

If the pupil is to be re-instated, the process of re-integration will require careful planning. A reintegration plan may also involve carrying out a risk assessment and implementing measures to reduce identified risks. The Academy will formalise re-integration plans, where actions, expectations and consequences are made clear in writing and may include a parental contract. Should a further exclusion be necessary, this could be used to demonstrate that a sound integration plan was put in place and rigorously applied.

Appendix 1

Power to use reasonable force when searching pupils without consent

In addition to the general power to use reasonable force described above, Principals and authorised staff can use such force as is reasonable, given the circumstances, to conduct a search for the following 'prohibited items':

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

However, reasonable force is a last resort and the Principal will always adopt alternative strategies wherever possible which might include contacting the parent or the police for support.

Force **cannot** be used to search for other items banned under the Academy rules, e.g. mobile phones.

Appendix 2

Rewards chart – The Academy reserve the right to amend the rewards as necessary.

Number of house points achieved	Reward
50	Tutor post card home & 2 day kangaroo pass (Front of the dinner queue) & 1 raffle ticket
100	Tutor post card home & 100 credits to spend in the Academy shop & 1 raffle ticket
150	Tutor letter of commendation & 1 week kangaroo pass & 150 credits to spend in the Academy shop & 2 raffle tickets
200	Green Award Certificate & 200 credits to spend in the Academy shop & 2 raffle tickets
300	Blue Award Certificate & 300 credits to spend in the Academy shop & 3 raffle tickets
400	Purple Award Certificate & Wixams wristband & 400 credits to spend in the Academy shop & 4 raffle tickets
500	Letter of commendation from the Assistant Principal & £5 Love Bedford Voucher & 4 raffle tickets
600	Lunch with the principal & Letter of commendation from the Principal & £10 Love Bedford Voucher & 5 raffle tickets
750	Letter of commendation from the CEO/Chair

of Governors & Free access to end of year trip & 5 raffle tickets

Appendix 3

Sanctions chart

Staff deal with disruptive incidents following behaviour consequence guidelines:



